Mansfield Public Schools

Group Test Results

2007-2008

This report, with appendices, is available at:
http://www.mansfieldct.org/mboe/publications/

TABLE OF CONTENTS

MANSFIELD PUBLIC SCHOOLS
Group Test Results
2007-2008
Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report. Detailed information supporting the points made are embedded throughout the report as noted by the page number references.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas. (p.1)

- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students. (p. 3)

- The grade one criterion referenced test administered from 2000 - 2004 was eliminated as part of a district revision of Literacy Assessments. Early intervention programs will continue at each elementary school, as well as year four implementation of an all day kindergarten program. (Appendix C)

- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following: (p. 3, p. 19)
    - Participation rates on grade level tests are high (94.9% - 100%).
    - A substantial percentage of students achieved an advanced level score (21.3%-51.6%).
    - A low percentage of students achieved either a basic or below basic score (0% - 11.5%).
    - Approximately three fifths of all students reached or exceeded the state goal on all tests (58.2% - grade 3) (51.5% - grade 4) (65.2% - grade 5)(56.6% - grade 6) (69.4% - grade 7) (70.0% - grade 8)
    - District scores exceeded the state average in each grade and in each area tested.
    - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
    - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
    - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels dues to small number of students.
    - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently outscored students receiving free/reduced lunch regardless of grade and/or subtest.
    - Sub-group data regarding gender indicates that males exceeded females in mathematics in four of the six grades tested; females exceeded males in writing in all six of the grades tested; and females and males were tied at 3 each in reading.
    - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.

Connecticut Mastery Test - Fourth Generation Results 2007-2008

		MATHEMATICS		WRITING		READING		SCIENCE	
Gr.		*# of Students*	*%*	*# of Students*	*%*	*# of Students*	*%*	*# of Students*	*%*
3	**Advanced**	50	41.0	29	23.8	26	21.3	N/A	N/A
	Goal	46	37.7	66	54.1	57	46.7	N/A	N/A
	Proficient	14	11.5	21	17.2	17	13.9	N/A	N/A
	Basic	6	4.9	6	4.9	8	6.6	N/A	N/A
	Below Basic	6	4.9	0	0	14	11.5	N/A	N/A
	Total	122	100	122	100	122	100	N/A	N/A
	Percent of Change	*	+13.6 | N/A	**	+12.7 | N/A		0 | N/A	N/A	N/A
4	**Advanced**	44	33.3	45	34.6	35	26.9	N/A	N/A
	Goal	48	36.4	50	38.5	54	41.5	N/A	N/A
	Proficient	22	16.7	26	20	16	12.3	N/A	N/A
	Basic	15	11.4	9	6.9	11	8.5	N/A	N/A
	Below Basic	3	2.3	0	0	14	10.8	N/A	N/A
	Total	132	100.1	130	100	130	100	N/A	N/A
	Percent of Change		-9.7 | +4.6		-4.6 | +12.5		-8.8 | +0.4	N/A	N/A
5	**Advanced**	66	46.8	62	44.9	40	28.4	52	36.9
	Goal	49	34.8	54	39.1	69	48.9	69	48.9
	Proficient	13	9.2	15	10.9	16	11.3	15	10.6
	Basic	8	5.7	4	2.9	5	3.5	5	3.5
	Below Basic	5	3.5	3	2.2	11	7.8	0	0
	Total	141	100	138	100	141	99.9	141	99.9
	Percent of Change		+9.4 | +2.2		+9.6 | -6.3		+5.0 | +0.1	N/A	N/A
6	**Advanced**	47	34.6	29	21.3	48	35.6	N/A	N/A
	Goal	56	41.2	63	46.3	58	43.0	N/A	N/A
	Proficient	21	15.4	26	19.1	11	8.1	N/A	N/A
	Basic	5	3.7	10	7.4	9	6.7	N/A	N/A
	Below Basic	7	5.1	8	5.9	9	6.7	N/A	N/A
	Total	136	100	136	100	135	100.1	N/A	N/A
	Percent of Change		+1.3 | +3.6		0 | -6.8		+1.3 | +6.4	N/A	N/A
7	**Advanced**	70	44.3	75	47.2	81	51.6	N/A	N/A
	Goal	56	35.4	50	31.4	54	34.4	N/A	N/A
	Proficient	26	16.5	18	11.3	6	3.8	N/A	N/A
	Basic	3	1.9	10	6.3	6	3.8	N/A	N/A
	Below Basic	3	1.9	6	3.8	10	6.4	N/A	N/A
	Total	158	100	159	100	157	100	N/A	N/A
	Percent of Change		-0.6 | +5.2		+1.2 | +11		+0.2 | +8.7	N/A	N/A
8	**Advanced**	45	30.2	45	30.2	58	38.9	48	32.0
	Goal	66	44.3	72	48.3	67	45.0	79	52.7
	Proficient	24	16.1	16	10.7	8	5.4	11	7.3
	Basic	9	6.0	8	5.4	5	3.4	3	2.0
	Below Basic	5	3.4	8	5.4	11	7.1	9	6.0
	Total	149	100	149	100	149	100.1	150	100
	Percent of Change		-5.4 | -5.8		+0.6 | +0.5		-0.3 | -1.6	N/A	N/A

* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.

** Percentage +/- change from the same group of students from last year's test to this year's test.

- Data relevant to sub-groups (i.e. ethnicity, socio-economic, and gender will be reviewed by schools to determine its effect, if any, on student results.

- A district review of all aspects related to the district assessment plan will take place given changes to the Connecticut Mastery Test.

- A district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation will be conducted by district K-8 staff.

- The implementation of an intervention program at all schools for every student at risk of not reaching or current not at the state goal in reading, writing, and mathematics and lead to increased achievement during the grades three through eight Connecticut Mastery Testing.

- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.

- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.

- The Science teachers are reviewing the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test to be administered in grades five and eight beginning in March of 2008.

- A revised Language Arts Curriculum has been implemented this year which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives.

- An outside evaluation of our K-8 Mathematics Program will be conducted in cooperation with Region 19 during this school year.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues	Total # of Students/% of Total
4	**3 (122)**	11/9.0	19/15.6	21/17.2	71/58.2	n/a	92	51/41.8
5	**4 (132)**	18/13.6	20/15.2	26/19.7	68/51.5	n/a	120	64/48.5
6	**5 (141)**	9/6.4	9/6.4	9/6.4	22/15.6	92/65.2	103	49/34.8
7	**6 (136)**	18/13.2	12/8.8	29/21.3	77.56.6	n/a	107	59/43.4
8	**7 (160)**	18/11.3	9/5.6	22/13.8	111/69.4	n/a	94	49/30.6
9	**8 (150)**	8/5.3	9/6.0	9/6.0	11/7.3	105/70.0	88	37/30

* Students needing to reach goal in one, two, or three subject areas.

- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.

- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.

- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.

2007-2008 GROUP TEST RESULTS

INTRODUCTION

As an introduction to the data presented in this report the reader should be aware of the purpose of this testing program and the ways in which scores are used.

INDIVIDUAL SCORES from these group tests are used in one or more of the following ways: (1) They are considered to be objective evidence of a child's achievement or non-achievement of basic skills. Scores are included in each child's permanent record, shared with the parents and student when requested as well as with other schools if the child moves from Mansfield; (2) Scores are used by Special Education, Title I, and Enrichment teachers to identify children who may be eligible for, or in need of, one of these programs; (3) Teachers use these results to identify instructional needs of their students. This is accomplished by reviewing an item analysis of the tests and analyzing the types of questions that children answered incorrectly; (4) To meet the requirement of P.A. 79-128 (Educational Evaluation and Remedial Assistance - EERA), test scores identify students who may require additional individual evaluations to determine the need for remedial instruction.

SUMMARY RESULTS for the entire population are utilized in a somewhat different way. These mean (average) scores are used to evaluate programs; to identify general population characteristics; and to make inter-district comparisons. The most important of these uses is program evaluation which is the logical first step in curriculum planning. An achievement test which covers various skill areas is valuable in judging the long term effectiveness of a curriculum. These group test results indicate whether or not we are teaching information and skills which, by consensus, should be taught and how effectively we are doing so.

These are the potentially beneficial uses of test results, however, we should not leave this discussion without considering some of the precautions necessary to avoid misuse. These scores should not be accepted as the only measure of achievement. This is true of group results as well as individual scores. Individual differences in children, school systems and test conditions can partially invalidate results. Decisions significantly affecting individual children or total school programs should not be based on test results alone. Test results should be considered as SOME evidence of achievement or non-achievement but not the ONLY evidence.

BACKGROUND

Since the early 1970's Mansfield students have taken a nationally standardized group achievement test each fall. Initially these tests were administered in grades 2, 4, 6 and 8. In 1985 this pattern of testing was altered by the introduction of a State Mandated Basic Skills Mastery Test for 4th graders. To avoid a duplication of testing during the 1985-86 school year the national achievement test was administered in grades 2, 3, 6 and 8 and the State Mastery Test in grade 4.

In 1986 the use of the State Mastery Test was extended to grades 6 and 8. Again, to avoid a duplication of effort Mansfield's group testing program was adjusted so that students took a nationally normed test in grades 2, 3, 5 and 7 and the State Mastery Test in grades 4, 6 and 8.

In 1990, a nationally normed test in grade 2 was replaced by a locally developed criterion referenced test. Other aspects of the testing program remained the same.

In the fall of 1993 students in grades 4, 6, and 8 were given the Connecticut Mastery Test - Second Generation.

Beginning in May 2000, the locally developed criterion reference test was administered to grade one students. This change eliminated the need for grade two testing in the fall.

In the fall of 2000, students in grade 4, 6, and 8 were given the Connecticut Mastery Test - Third Generation.

In the fall of 2002, students in grades 3, 5, and 7 were given the Off Level Connecticut Mastery Test replacing the Stanford Achievement Test. This was done for a total of three years in preparation for Connecticut Mastery Testing.

In March 2006, students in grades 3, 4, 5, 6, 7, and 8 were given the Connecticut Mastery Test - Fourth Generation.

In May 2006, the locally developed criterion test was made optional due to revisions made in our district Literacy Assessment Plan.

2008 TESTING PLAN AND PARTICIPATION RATE

During March 2008, the following tests were administered:

Grade	N	Test
Grade 3 (123)		**Connecticut Mastery Test - Fourth Generation - Grade Three**
	122	Total Mathematics
	122	Total Writing
	122	Total Reading
	0	Skills Checklist
	0	Absent
	1	ELL Exempt
Grade 4 (137)		**Connecticut Mastery Test- Fourth Generation - Grade Four**
	132	Total Mathematics
	130	Total Writing*
	130	Total Reading*
	4	Skills Checklist
	1	Absent
	1	ELL Exempt
Grade 5 (145)		**Connecticut Mastery Test - Fourth Generation - Grade Five**
	141	Total Mathematics
	138	Total Writing*
	141	Total Reading
	1	Skills Checklist
	2	Absent
	3	ELL Exempt
Grade 6 (137)		**Connecticut Mastery Test - Fourth Generation - Grade Six**
	136	Total Mathematics
	136	Total Writing
	135	Total Reading*
	0	Skills Checklist
	0	Absent
	1	ELL Exempt
Grade 7 (165)		**Connecticut Mastery Test - Fourth Generation - Grade Seven**
	158	Total Mathematics
	159	Total Writing*
	157	Total Reading
	1	Skills Checklist
	3	Absent
	4	ELL Exempt
Grade 8 (152)		**Connecticut Mastery Test - Fourth Generation - Grade Eight**
	149	Total Mathematics*
	149	Total Writing*
	157	Total Reading*
	1	Skills Checklist
	0	Absent
	1	ELL Exempt

** 1- No Valid Score*

At the time of testing, the total census for grades 3, 4, 5, 6, 7 and 8 was 859 students. Of this total, 11 students were English Language Learners Exempt and 8 students were absent for one or more tests. 830 (97.7%) children were included in the appropriate testing program. This total number of students tested represents 100% of the eligible population.

Connecticut Mastery Test - Fourth Generation
Grades 3 and 4 by School

		MATHEMATICS # of Students/Percentage			WRITING # of Students/Percentage			READING # of Students/Percentage		
Gr.		*2006*	*2007*	*2008*	*2006*	*2007*	*2008*	*2006*	*2007*	
3	**Advanced**									
	Goodwin	18/43.9	9/24.3	14/34.1	13/31.7	10/26.3	7/18.1	16/39.0	9/24.3	6/14.6
	Southeast	19/40.4	22/44.9	9/24.3	21/45.7	17/34.7	7/18.9	16/34.0	14/28.6	6/16.2
	Vinton	13/30.2	20/46.5	27/61.4	18/41.9	11/26.2	15/34.1	14/32.6	9/21.4	14/31.8
	Goal									
	Goodwin	15/36.6	16/43.2	16/39.0	16/39.0	14/36.8	26/63.4	16/39.0	17/45.9	24/58.5
	Southeast	15/31.9	11/22.4	14/37.8	13/28.3	17/34.7	18/48.6	23/48.9	21/42.9	11/29.7
	Vinton	18/41.9	6/14.0	16/36.4	15/34.9	15/35.7	22/50.0	19/44.2	17/40.5	22/50.0
	Proficient									
	Goodwin	3/7.3	9/24.3	5/12.2	7/17.1	7/18.4	5/12.2	2/4.9	7/18.9	3/7.3
	Southeast	8/17.0	11/22.4	8/21.6	7/15.2	10/20.4	10/27.0	6/12.8	3/6.1	10/27.0
	Vinton	6/14.0	13/30.2	1/2.3	5/11.6	8/19.0	6/13.6	3/7.0	8/19.0	4/9.1
	Basic									
	Goodwin	2/4.9	1/2.7	4/9.8	3/7.3	7/18.4	3/7.3	4/9.8	1/2.7	3/7.3
	Southeast	3/6.4	4/8.2	2/5.4	5/10.9	3/6.1	2/5.4	0/0.0	6/12.2	4/10.8
	Vinton	2/4.7	2/4.7	0/0.0	3/7.0	6/14.3	1/2.3	4/9.3	2/4.8	1/2.3
	Below Basic									
	Goodwin	3/7.3	2/5.4	2/4.9	2/4.9	0/0.0	0/0.0	3/7.3	3/8.1	5/12.2
	Southeast	2/4.3	1/2.0	4/10.8	0/0.0	2/4.1	0/0.0	2/4.3	5/10.2	6/16.2
	Vinton	4/9.3	2/4.7	0/0.0	2/4.7	2/4.8	0/0.0	3/7.0	6/14.3	3/6.8
4	**Advanced**									
	Goodwin	11/26.8	20/47.6	11/27.5	9/22.0	18/42.9	11/28.2	19/46.3	20/47.6	12/30.8
	Southeast	13/32.5	15/27.8	14/29.2	16/40.0	20/37.7	18/38.3	11/27.5	19/35.2	11/23.4
	Vinton	14/28.0	18/38.3	19/43.2	18/36.0	17/36.2	16/36.4	12/24.0	15/31.9	12/27.3
	Goal									
	Goodwin	21/51.2	13/31.0	18/45.0	22/53.7	16/38.1	16/41.0	13/31.7	12/28.6	14/35.9
	Southeast	18/45.0	29/53.7	18/37.5	20/50.0	23/43.4	20/42.6	22/55.0	26/48.1	21/44.7
	Vinton	19/38.0	19/40.4	12/27.3	14/28.0	15/35.7	14/31.8	23/46.0	19/40.4	19/43.2
	Proficient									
	Goodwin	4/9.8	2/4.8	7/17.5	6/14.6	2/4.8	10/25.6	3/7.3	4/9.5	7/17.9
	Southeast	7/17.5	9/16.7	4/8.3	2/5.0	8/15.1	5/10.6	6/15.0	6/11.1	6/12.8
	Vinton	13/26.0	4/8.5	11/25.0	12/24.0	8/17.0	11/25.0	4/8.0	5/10.6	3/6.8
	Basic									
	Goodwin	1/2.4	3/7.1	2/5.0	½.4	2/4.8	2/5.1	2/4.9	2/4.8	3/7.7
	Southeast	1/2.5	0/0.0	11/22.9	0/0.0	1/1.9	4/8.5	1/2.5	1/1.9	2/4.3
	Vinton	4/8.0	5/10.6	2/4.5	6/12.0	3/6.4	3/6.8	5/10.0	1/2.1	6/13.6
	Below Basic									
	Goodwin	4/9.8	4/9.5	2/5.0	3/7.3	4/9.5	0/0.0	4/9.8	4/9.5	3/7.7
	Southeast	1/2.5	1/1.9	1/2.1	2/5.0	1/1.9	0/0.0	0/0.0	2/3.7	7/14.9
	Vinton	0/0.0	1/2.1	0/0.0	0/0.0	2/4.3	0/0.0	6/12.0	7/14.9	4/9.1

Connecticut Mastery Test - Fourth Generation
Grades 5 - 8

		Mathematics # of Students/Percentage			Reading # of Students/Percentage			Writing # of Students/Percentage			Science # of Students/Percentage		
Gr.		*2006*	*2007*	*2008*	*2006*	*2007*	*2008*	*2006*	*2007*	*2008*	*2006*	*2007*	*2008*
5	Advanced	47/31.8	41/30.8	66/46.8	50/33.8	50/37.6	62/44.9	51/34.5	37/27.8	40/28.4	N/A	N/A	52/36.9
	Goal	58/39.2	55/41.4	49/34.8	57/38.5	49/36.8	54/39.1	60/405	59/44.4	69/48.9	N/A	N/A	69/48.9
	Proficient	27/18.2	23/17.3	13/9.2	20/13.5	22/16.5	15/10.9	11/7.4	12/9.0	16/11.3	N/A	N/A	15/10.6
	Basic	9/6.1	10/7.5	8/5.7	12/8.1	6/4.5	4/2.9	11/7.4	8/6.0	5/3.5	N/A	N/A	5/3.5
	Below Basic	7/4.7	4/2.6	5/3.5	9/6.1	6/4.5	3/2.2	15/10.1	17/12.8	11/7.8	N/A	N/A	0/0.0
	Total # Students	148	133	141	148	133	138	148	133	141	N/A	N/A	0/0.0
6	Advanced	33/24.3	64/41.8	47/34.6	47/34.6	46/29.9	29/21.3	54/39.7	58/37.7	48/35.6	N/A	N/A	N/A
	Goal	70/51.5	50/32.7	56/41.2	52/38.2	58/37.7	63/46.3	56/41.2	60/39.6	58/43.0	N/A	N/A	N/A
	Proficient	17/12.5	28/18.3	21/15.4	22/16.2	33/21.4	26/19.1	8/5.9	17/11.0	11/8.1	N/A	N/A	N/A
	Basic	13/9.6	7/4.6	5/3.7	11/8.1	12/7.8	10/7.4	7/5.1	8/5.2	9/6.7	N/A	N/A	N/A
	Below Basic	3/2.2	4/2.6	7/5.1	4/2.9	5/3.2	8/5.9	11/8.1	10/6.5	9/6.7	N/A	N/A	N/A
	Total # Students	136	153	136	136	153	136	136	153	135	N/A	N/A	N/A
7	Advanced	68/41.0	50/35.2	70/44.3	77/45.8	56/39.4	75/47.2	79/47.6	65/46.1	81/51.6	N/A	N/A	N/A
	Goal	57/34.3	64/45.1	56/35.4	52/31.0	54/38.0	50/31.4	54/32.5	56/39.7	54/34.4	N/A	N/A	N/A
	Proficient	21/12.7	17/12.0	26/16.5	17/10.1	20/14.1	18/11.3	11/6.6	5/3.5	6/3.8	N/A	N/A	N/A
	Basic	7/4.2	6/4.2	3/1.9	13/7.7	7/4.9	10/6.3	5/3.0	7/5.0	6/3.8	N/A	N/A	N/A
	Below Basic	13/7.8	5/3.5	3/1.9	9/5.4	5/3.5	6/3.8	17/10.2	8/5.7	10/6.4	N/A	N/A	N/A
	Total # Students	166	142	158	168	142	159	166	141	157	N/A	N/A	N/A
8	Advanced	75/46.9	74/43.8	45/30.2	68/42.8	73/43.2	45/30.2	77/47.8	80/47.1	58/38.9	N/A	N/A	48/32.0
	Goal	55/34.4	61/36.1	66/44.3	64/40.3	59/34.9	72/48.3	64/39.8	63/37.1	67/45.0	N/A	N/A	79/52.7
	Proficient	23/14.4	17/10.1	24/16.1	19/11.9	21/12.4	16/10.7	9/5.6	7/4.1	8/5.4	N/A	N/A	11/7.3
	Basic	5/3.1	6/3.6	9/6.0	4/2.5	11/6.5	8/5.4	2/1.2	5/2.9	5/3.4	N/A	N/A	3/2.0
	Below Basic	2/1.3	11/6.5	5/3.4	4/2.5	5/3.0	8/5.4	9/5.6	15/8.8	11/7.4	N/A	N/A	9/6.0
	Total # Students	160	169	159	159	169	149	161	170	149	N/A	N/A	150

PURPOSE OF THE INTERPRETIVE GUIDE

This Interpretive Guide is designed to help parents, educators and students understand and explain the results of the Fourth Generation of the Connecticut Mastery Test (CMT).

This guide describes the content of the CMT and the information reported on the individual, school, and district reports. There are other score reports that have been provided to districts but are not described in this guide. However, the interpretation of these reports is similar to those presented in this guide. A complete list of the reports provided to each school district for the CMT can be found on page 90.

Results of this administration of the CMT are also available on the CMT Online Reports website (www.ctreports.com). The Public Summary Performance Reports website is designed to provide district personnel and the public access to state, district, and school performance results. The Individual Student Performance Reports website is secure and provides district personnel with individual performance results.

It should be considered that test scores are only one measure of a student's ability and should be used in conjunction with other information about the student's achievement. The teacher's knowledge of student characteristics and unique circumstances that might influence test performance should also be considered when interpreting individual test scores.

General information about the CMT may be found at the CSDE website, www.ct.gov/sde; choose the *Student Assessment* link. General questions about the CMT should be directed to the Connecticut State Department of Education, Student Assessment Office, at 860-713-6860.

THE TESTS

Each grade-level CMT is designed to assess essential mathematics, science (Grades 5 and 8), reading, and writing skills that can reasonably be expected to be mastered by most students at the time of testing. The content areas focus on the following skills at each grade-level:

Grade 3

Mathematics: The Mathematics test assesses 18 specific content strands drawn from the four content standards in the Connecticut Mathematics Framework. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order and round whole numbers and locate points on number lines and scales.
- Represent whole numbers and fractions using various forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums and differences of whole numbers.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, classify, and draw 2-dimensional shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort and classify objects by a common attribute.
- Extend or complete patterns involving whole numbers or attributes and identify or state rules for patterns.

The test includes multiple-choice items and open-ended items that require students to write a response. Students may use rulers for certain sections of the test. Student scores are reported for the 18 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 6 passages and 42 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a narrative response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

Grade 4

Mathematics: The Mathematics test assesses 21specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Order whole numbers, fractions and decimals, and round whole numbers, and locate points on number lines and scales.
- Represent fractions and decimals using various equivalent forms, including numerical and pictorial representations.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths and identify appropriate measurement units for a given situation.
- Identify, describe, classify, and draw 2-dimensional geometric shapes.
- Read and interpret data in tables, graphs, and charts and draw graphs using a given set of data.
- Solve problems involving elementary notions of probability.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving whole numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations.

The test includes multiple-choice items and open-ended items that require students to write a response. Students may use rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 6 passages and 42 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a narrative response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

Grade 5

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of expressing whole numbers including expanded notation and regrouping.
- Represent fractions, mixed numbers, and decimals using various equivalent forms, including numerical and pictorial representations.
- Order whole numbers, fractions, mixed numbers and decimals, round whole numbers and decimals, and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given number sentence.
- Compute and estimate sums, differences, products, and quotients of whole numbers and money amounts.
- Add and subtract simple fractions.
- Solve problems involving whole numbers and money amounts with and without extraneous information.
- Use estimation strategies to determine the reasonableness of an answer.
- Solve problems involving time.
- Estimate lengths and areas.
- Measure lengths, determine perimeters and areas, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of linear measure.
- Identify, describe, classify, and draw 2-dimensional geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, and the location of points on grids.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs, and charts.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid, and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Science: The elementary Science test is administered in Grade 5 and broadly assesses the content standards and expected performances described in the 2004 Core Science Curriculum Framework for Grades 3 - 5. The test is designed to measure students' understanding of fundamental science concepts in life, physical, and earth sciences, how those concepts apply to the real world, and how empirical evidence is derived and critiqued through the practices of scientific inquiry. The test includes multiple-choice questions and open-ended questions that require students to write a response.
Some questions assess understanding of scientific inquiry related to curriculum-embedded performance tasks completed in Grades 3 through 5. Questions that assess understanding of scientific inquiry do not require students to recall specific details of the performance tasks.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising.**

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit an expository response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.
- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

Grade 6

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded notation and regrouping.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals and locate points on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract, and multiply fractions and mixed numbers.
- Solve problems involving whole numbers, fractions, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Solve problems involving ratios.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area, and volume, identify appropriate measurement units for a given situation, and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability and fairness.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes, and identify or state rules for patterns.
- Solve simple 1-step equations, and use formulas to solve problems.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid, and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising.**

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit an expository response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

Grade 7

Mathematics: The Mathematics test assesses 23 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using expanded form and scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round whole numbers, fractions, mixed numbers and decimals, and locate integers, fractions, mixed numbers, and decimals on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add integers.
- Solve problems involving whole numbers, fractions, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems, and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas and angle measures.
- Measure/determine perimeter, area and volume, identify appropriate measurement units for a given situation and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving symmetry, congruence, similarity, transformations, and the location of points on grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions, and solve equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid, and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 23 content strands as well as a total raw score.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a persuasive response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

Grade 8

Mathematics: The Mathematics test assesses 21 specific content strands drawn from the four content standards in the Connecticut Mathematics Frameworks. Emphasis is placed on both increased conceptual understanding and the application of skills. Test items evaluate a student's ability to:

- Use place value concepts to identify alternative forms of representing numbers using scientific notation.
- Represent fractions, mixed numbers, decimals, and percents using various equivalent forms, including numerical and pictorial representations.
- Order and round fractions, mixed numbers and decimals; and locate fractions, mixed numbers, decimals, and integers on number lines and scales.
- Identify the appropriate operation and write a story problem to match a given equation.
- Compute and estimate sums, differences, products, and quotients of whole numbers and decimals.
- Add, subtract and multiply fractions and mixed numbers and add or multiply integers.
- Solve problems involving whole numbers, fraction, mixed numbers, and decimals with and without extraneous information.
- Estimate solutions to problems and determine reasonable estimates to problems.
- Compute with percents and solve problems involving ratios, proportions, and percents.
- Estimate lengths, areas, volumes and angle measures.
- Measure/determine perimeter, area, and volume and solve problems involving conversions of customary or metric units of measure.
- Identify, describe, classify, and draw geometric shapes and figures.
- Use spatial reasoning to solve problems involving congruence, similarity, transformations, and the location of points on four-quadrant coordinate grids; relate 2- and 3-dimensional representations of objects.
- Read and interpret data in tables, graphs and charts, and draw graphs using a given set of data.
- Identify or state a reasonable conclusion from data in tables, graphs and charts, and solve problems involving measures of central tendency.
- Solve problems involving elementary notions of probability, fairness, and expected outcomes.
- Sort, classify and draw logical conclusions from data, and solve problems involving the organization of data.
- Extend or complete patterns involving numbers or attributes and identify or state rules for patterns.
- Evaluate algebraic and numerical expressions, represent situations with algebraic expressions, and solve equations.

The test includes multiple-choice items, grid-in items that require students to bubble the answer into a grid, and open-ended items that require students to write a response. Students may use calculators and/or rulers for certain sections of the test. Student scores are reported for the 21 content strands as well as a total raw score.

Science: The middle grades Science test is administered in Grades 8 and broadly assesses the content standards and expected performances described in the 2004 Core Science Curriculum Framework for Grades 6 - 8. The test is designed to measure students' understanding of fundamental science concepts in life, physical, and earth sciences, how those concepts apply to the real world, and how empirical evidence is derived and critiqued through the practices of scientific inquiry. The test includes multiple-choice questions and open-ended questions that require students to write a response.

Some questions assess understanding of scientific inquiry related to curriculum-embedded performance tasks completed in Grades 6 through 8. Questions that assess understanding of scientific inquiry do not require students to recall specific details of the performance tasks.

Reading: Reading consists of two sub-tests – **Degrees of Reading Power® (DRP)** and **Reading Comprehension**.

- The **DRP** component is a holistic, multiple-choice measure of reading ability. The DRP includes 7 passages and 49 test items. It is designed to measure a student's ability to understand nonfiction passages on a graduated scale of reading difficulty. Student scores are reported as DRP unit scores.

- The **Reading Comprehension** component consists of narrative and informational passages on a variety of topics. Multiple-choice questions that require students to select a response and open-ended questions that require students to write out a response follow each passage. A student's reading ability is reported in four content strands: (1) Forming a General Understanding; (2) Developing Interpretation; (3) Making Reader/Text Connections; and (4) Examining the Content and Structure, as well as a total raw score.

Writing: Writing consists of two sub-tests – **Direct Assessment of Writing** and **Editing & Revising**.

- The **Direct Assessment of Writing** requires students to respond to a prompt designed to elicit a persuasive response within a forty-five minute period. The writing is judged as a first draft on the basis of the student's demonstrated ability to communicate a message in a coherent fashion. The writing is scored holistically on a 6-point scale. Each paper is scored twice resulting in a score range of 2 to 12 points.

- The **Editing & Revising** component is a multiple-choice measure reflecting the writing process. Students are given a series of brief scenarios and rough drafts followed by sets of questions. Student scores are reported for two content strands: (1) Composing/Revising and (2) Editing, as well as a total raw score.

THE SCORES

The CMT is a criterion-referenced test based on the Connecticut curriculum frameworks that assesses how well each student is performing on those skills, or content strands, identified by content experts and practicing educators as important for students to have mastered. Because there are multiple content strands in the Mathematics, Reading Comprehension, and Editing & Revising tests, mastery standards have been established for each of the content strands in these three tests. These criterion scores are used to determine whether or not students have attained mastery on particular content strands. If a student's score is equal to or greater than the mastery criterion, the student is considered to have mastered that particular content strand.

Raw scores for the science test (Grades 5 and 8) are reported for each content strand and dimension. There are no established mastery standards for this test.

The Degrees of Reading Power (DRP) and the Direct Assessment of Writing tests, however, are considered to be holistic measures; therefore, there are no established strands or mastery standards for these tests. Rather, the DRP yields a DRP Unit Score, which is produced by applying a conversion formula to the student's raw score (i.e. number of points earned). The Direct Assessment of Writing yields a single holistic writing score that ranges from 2 to 12. Please note that in writing a student may also receive an NS, non-scorable, if his or her writing falls into one of the following categories:

(1) Writing sample is a copy of the prompt,
(2) Sample is written in a foreign language,
(3) Sample is too short to score,
(4) Sample is illegible, or
(5) Student wrote about something other than the topic indicated by the prompt.

In addition to these scores, a scale score ranging from 100 to 400 was generated for each of the content areas: mathematics, science (Grades 5 and 8), reading and writing. For each content area, scale scores are based on the raw scores. These raw scores are transformed into scale scores in order to ensure accurate comparisons of student performance across different forms of the test by adjusting for slight differences in difficulty between test forms. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the form of the test. For example, if a student receives a scale score of 270 on one form of the test and another student earns a 270 on a later form of the same test, the scaling process ensures that both scores represent the same level of performance. Based on this, scale scores are especially suitable for comparing the performance of **different** groups of students from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across forms in a given subject area within the same grade, they are **not** comparable across subject areas or grades. For instance, a scale score on the Mathematics test should not be compared with a scale score on the Reading test, nor should a scale score on a third-grade test be compared with a scale score on a fourth-grade test.

State standards have been established in the areas of mathematics, science (Grades 5 and 8), reading, and writing. These state standards represent high expectations and high levels of achievement for Connecticut public school children. The state standards for each content area are based upon the scale scores developed for that area. In mathematics, the scale score is based directly on the mathematics raw score, which is the total number of points earned by the student. In the area of reading, student performance on the DRP and the Reading

ASSESSING STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES

Students who receive special education services **may not be exempted** from participation in the testing program. These students must either participate in the standard grade-level CMT, with any accommodations called for in their Individual Education Program (IEP), or in the CMT Skills Checklist.

The CMT Skills Checklist is the only alternate assessment available. This assessment is designed for students with significant cognitive impairments.

A student receiving special education services may be tested using the standard grade-level CMT or using the CMT Skills Checklist but cannot be assessed using a combination of both assessment options. See the *Assessment Guidelines – Twelfth Edition* for information concerning the CMT Skills Checklist and accommodations available for students receiving special education services. The Assessment Guidelines document is available on the Internet at:

http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm.

ASSESSING ENGLISH LANGUAGE LEARNERS (ELL)

English language learners who are enrolled for the first time in a U.S. school for twelve months or less, AND have been administered the Language Assessment Scales (LAS-Links) at least once since March 3, 2007, may be exempted from the Reading Comprehension, DRP, Editing & Revising, and Direct Assessment of Writing tests. These students **must** take the Mathematics and Science (Grades 5 and 8) tests with accommodations, if necessary. All other ELL students must be tested in all areas of the CMT with accommodations, if necessary.

See the *Assessment Guidelines – Twelfth Edition* for specific information concerning the accommodations available for students who are ELL. The Assessment Guidelines document is available on the Internet at:

http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm.

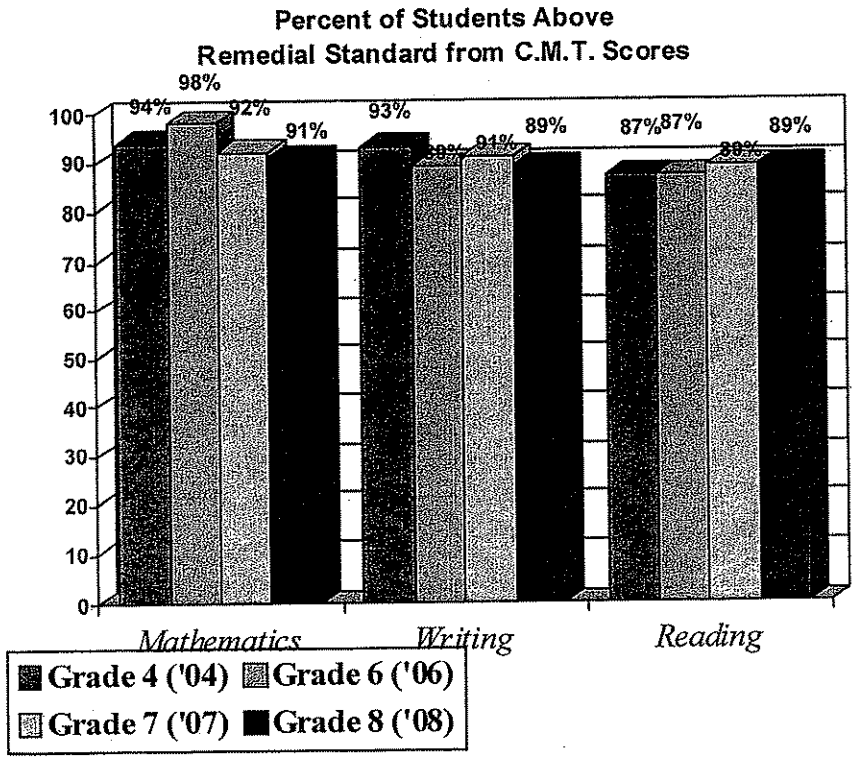
Comprehension tests have been combined with equal weighting (50% – 50%) to produce one score which has been converted to a scale score. Similarly, in the area of writing, student performance on the Direct Assessment of Writing and the Editing & Revising sub-tests have been combined, with 60% weighting for the Direct Assessment of Writing and 40% for the Editing & Revising, to produce one score which has been converted to a scale score. Information regarding the calculation of scale scores can be found in the *CMT Technical Bulletin* available on the CSDE website (www.ct.gov/sde).

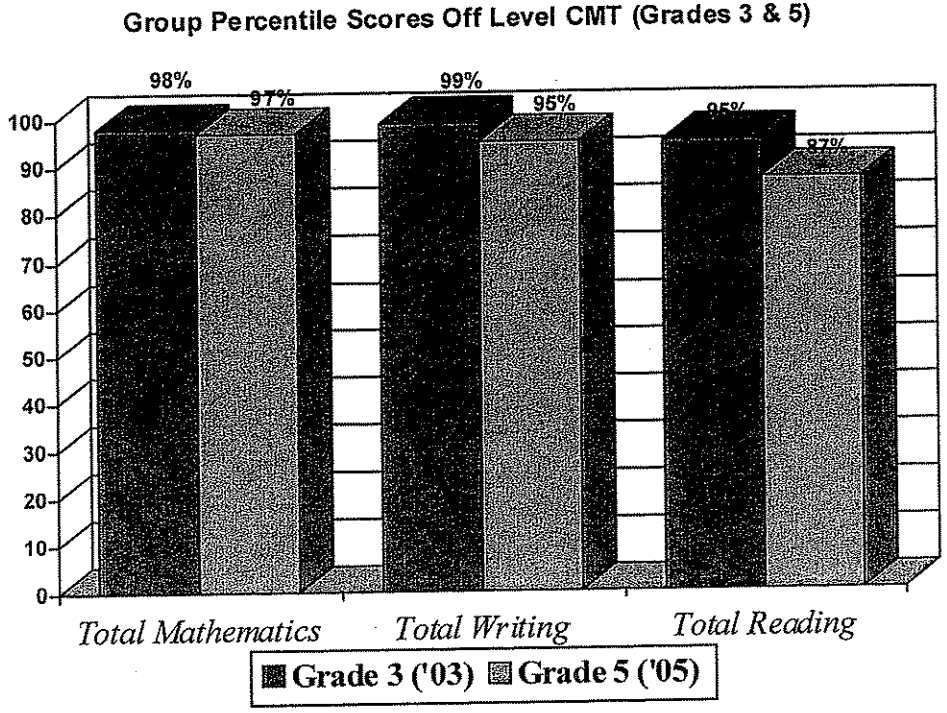
The Connecticut State Board of Education approved four standards for the areas of mathematics, science, reading, and writing. Student performance can be categorized into one of five levels: Advanced, Goal, Proficient, Basic, and Below Basic. The top two levels (Advanced and Goal) define the Goal Range, which is the same as what historically has been referred to as "at or above the goal."

The mastery criteria and state standards for each grade are summarized on the next two pages.

TABLE 1

MANSFIELD MIDDLE SCHOOL
CLASS OF 2008





SUMMARY/DISCUSSION

Introduction

This school year student achievement was evaluated with the Connecticut Mastery Test (grades 3, 4, 5, 6, 7, and 8). The Connecticut Mastery Test is a criterion-referenced instrument developed by the Connecticut State Department of Education for use by schools in this state. Administration of this test is mandated by state statute.

A criterion referenced test measures student performance against a specific standard of expected achievement (the criterion) and does not typically make provisions for comparing one group of students with another.

The value of a particular score largely depends on the extent to which there is an appropriate match between test items and local curriculum. Acknowledging that one of the objectives of testing is to evaluate our instructional effectiveness, then clearly the tests we use should measure objectives that are in our curriculum and that have been taught. For this reason the questions that one should ask when reviewing test results are: (1) to what extent do these results accurately measure the movement of our students through our established curriculum; (2) if there is not a "good" match between test and curriculum how can this be corrected; and (3) is the fact that national test items do not always match our curriculum cause for concern? Stated differently, are we confident that our local curriculum offerings are those that are best for our students, irrespective of what other states or other communities have chosen to teach?

In summary, the best tests are those that closely parallel the scope and sequence of the curriculum being taught. The selection or development of tests that provide for such a match should always be of primary concern when designing a testing program.

2007-2008 Results - Findings, Issues, and Actions

- Participation rates on grade level tests are high (94.9% - 100%).
- A substantial percentage of students achieved an advanced level score (21.3% - 51.6%).
- A low percentage of students achieved either a basic or below basic score (0% - 11.5%).
- More than three fifths of all students reached or exceeded the state goal on all tests (58.2% - grade 3) (51.5% - grade 4) (65.2% - grade 5) (56.6.1% - grade 6) (69.4% - grade 7) (70% - grade 8)
- District scores exceeded the state average in each grade and in each area tested. District Reference Group (DRG) comparison indicates the need for focused interventions.
- Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
- Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
- The Mansfield Public Schools K-8 program continues to produce a high percentage of students who meet or exceed Connecticut Mastery Test proficiency standards (80.7%) as grade eight students.
- Results for grade eight students who have taken the Connecticut Mastery Test- Fourth Generation at two grade levels indicate that 105 students 70% achieved at or above the state goal in all three areas, Mathematics, Reading, Science, and Writing.
- Connecticut Mastery Test scores in grades three, four, five, six, seven, and eight indicate that, although the number of students in need of intervention is relatively low, there are a number of students who have not yet reached the state goal.
- Efforts at remedial assistance will be focused on improving individual student achievement levels over time.
- Mathematics objectives have been revised to include objectives listed in the Connecticut Standards and the fourth generation of the Connecticut Mastery Test. The text series in grades five through eight is being supplemented by additional resources to address computation. Year One implementation of the *Bridges in Mathematics* Program in grades K-5 has begun.
- The Mansfield Public Schools Literacy Plan continues to focus on addressing the needs of students K-3 who are not progressing at an appropriate pace in Reading. We will continue to implement both remedial reading instruction as well as Success with Early Intervention Techniques (S.W.E.I.T.) instruction to assist students. In addition, through a targeted summer school program, we will provide additional intervention instruction. We are currently in year five of a reading series implementation.

- Orientation sessions for newly hired classroom teachers will be held prior to the start of the school year to insure that staff is familiar with the test they will administer in the spring as well as objectives to be taught during the school year to ensure future student success.

- Orientation sessions and printed resources for all staff will be reviewed during the 2008-2009 school year in preparation for spring 2009 administration of the Connecticut Mastery Test – Fourth Generation.

- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests.

- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.

- District Mathematics Consultants and Building based Literacy Coaches will provide support and assistance to individual classroom teachers and support services teachers to provide enhanced instructional strategies designed to meet individual student needs, as well as assisting the district in the review and purchase of instructional materials and providing timely professional development for teachers.

- Science teachers will review initial year results in grades five and eight and focus instruction to address identified areas.

- Principals will meet with grade level teams to review Tier I, II, and III student progress and adjust support and intervention strategies and programs as needed.

The following issues and actions have been identified by teaching and administrative staff and will be addressed as outlined:

ISSUES	ACTIONS TO BE TAKEN
1) Implementation of a Language Arts Management Plan	The Language Arts teachers will implement a revised Language Arts Curriculum during the 2008-2009 school year.
	K-6 District staff will implement the anthology, Houghton Mifflin, *Reading, A Legacy of Literacy* (year 8), to support reading as well as writing and spelling in selected grades. The district will review and revise the Literacy Plan to enhance reading opportunities and instruction for all students.
	Administrators and the Language Arts/Reading Consultant will continue to work with current staff members to enhance the writing program, define instructional reading levels at each grade, and provide workshops for all new staff.
	Language Arts Council members and administrators will continue to work with staff to develop formative and summative assessment tools which measure performance in the area of writing, reading, and spelling.
	Administrators will continue to provide professional development training based on staff need.
	District staff will participate with Region 19 in responding to a list of recommendations resulting from the K-12 review of the Language Arts Program.
2) Implementation of *Bridges in Mathematics* K-5	K-5 mathematics teachers will implement the *Bridges in Mathematics* year one plan.
	Mathematics consultant and trained teacher leaders will provide support for K-5 during year one implementation.
3) Review of individual student results:	Principals, classroom teachers, and support services personnel will review individual student results, implementing a Tier I, II, III protocol .
	Remedial assistance will be planned for and provided as needed.
	Students will be monitored and tested to assess progress.
4) Grade level building results:	Grade level teachers, building coaches, district consultants, building principals, and the superintendent will review grade level results and propose strategies to enhance student performance as needed.
5) Curriculum alignment:	Appropriate curriculum councils will review Connecticut Mastery Test - Fourth Generation results and recommend test or curriculum adjustments as necessary.
	Language Arts and Mathematics curriculum guides will acknowledge and denote Connecticut Mastery Test - Fourth Generation objectives at appropriate grade levels.
	Appropriate staff will investigate districts who have shown consistently positive results at particular grade levels.
	Science teachers will refine changes to the K-8 scope and sequence in order to prepare for a CMT science test to be administered in grades five and eight.

ISSUES	ACTIONS TO BE TAKEN
6) Staff development:	A significant amount of professional development time will be devoted to implementing the *Bridges in Mathematics* program.
	As veteran staff teaching mathematics and language arts retire, it is important that the district orient and support new staff, providing a clear initial structure for curriculum and instruction.
	Additional opportunities for staff training in instructional techniques related to mathematics, writing, reading, and spelling will be provided to enhance teachers' ability to work with students requiring remedial assistance.
	Staff will be encouraged to attend State of Connecticut, Department of Education portfolio scoring which has a strong emphasis on Literacy and Numeracy.
	Technology applications will be explored for their benefits in enhancing student proficiency and achievement in all areas currently tested.
6) Connecticut Mastery Test – Fourth Generation	Staff will again review changes in the fourth generation of the Connecticut Mastery Test to include: student objectives, testing format, guidelines for testing students, and score report changes.
7) Sub-Group Results	The district will continue to review various sub-groups of students to determine if any particular group of students is in need of specific interventions.
8) Additional Support	The district will review current support and interventions available to our students in both Language Arts and Mathematics. We will explore the possibility of extended day, weekend, and summer programming options for students in need of additional support.
	A full day kindergarten program for all students will be implemented at each elementary school (Year 4).
	Additional days of summer school instruction for identified students will be implemented to the extent possible.

Mansfield School District
Final Adequate Yearly Progress Status, 2007-08 School Year: Not Achieved

Based on the 2008 Connecticut Mastery Test (CMT) results

Adequate Yearly Progress (AYP) Targets:	Participation Rate CMT		% At or Above Proficient		Additional Academic Indicator
	Mathematics	Reading	Mathematics	Reading	Writing: 70% At or Above Basic (or annual improvement)
	95%	95%	82%	79%	

Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	99.8	99.6	99.5	99.5	99.5	99.6	Yes	91.3	3.1	94.4	Yes	86.2	4.2	90.4	Yes
American Indian	**Fewer than 40 students in this subgroup**							**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Asian American	100	99.9	99.6	100	99.1	99.4	Yes	96.2	5.5	100	Yes	89.7	8.6	98.3	Yes
Black	**Fewer than 40 students in this subgroup**							**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Hispanic	100	99.9	99.4	97.9	98.7	99.2	Yes	80.4	3.2	94.2	Yes	73.3	15.6	89	Yes
White	99.7	99.6	99.7	99.6	99.6	99.7	Yes	91.7	13.8	95	Yes	87	4.3	91.3	Yes
Students with Disabilities	99.3	99.9	99.9	99.3	99.1	99.4	Yes	67.8	9.1	76.9	No	51.7	10	61.7	No
English Language Learners	**Fewer than 40 students in this subgroup**							**Fewer than 40 students in this subgroup**				**Fewer than 40 students in this subgroup**			
Economically Disadvantaged	100	99.5	99.2	100	98.6	98.7	Yes	80.4	9.4	89.8	Yes	66.7	11.3	78	No

Additional Academic Indicator: Writing	AYP Target Met?	Yes

Final Adequate Yearly Progress (AYP) Status for the 2007-08 School Year: Achieved

Based on the spring 2008 Connecticut Mastery Test (CMT)

Mansfield School District

Annie E. Vinton School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup[1]	Participation Rate[2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 91)	100	100	100	100	99	100	Yes	97.7	4.3	100	Yes	85.1	9.5	94.6	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 10)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 3)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 6)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 72)	100	100	100	100	100	100	Yes	98.5	4	100	Yes	83.8	10.9	94.8	Yes
Students with Disabilities (n = 10)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 10)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2008, 2007, and 2006 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Final Adequate Yearly Progress (AYP) Status for the 2007-08 School Year: Achieved

Based on the spring 2008 Connecticut Mastery Test (CMT)

Mansfield School District

Southeast Elementary School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup [1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 86)	100	100	100	98.8	99	99	Yes	78.8	10.5	89.3	Yes	77.4	11.2	88.5	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 5)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 6)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 4)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 71)	100	100	100	98.6	99	99	Yes	80.3	11.2	91.5	Yes	77.1	12.2	89.3	Yes
Students with Disabilities (n = 15)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 6)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 12)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2008, 2007, and 2006 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Final Adequate Yearly Progress (AYP) Status for the 2007-08 School Year: Safe Harbor

Based on the spring 2008 Connecticut Mastery Test (CMT)

Mansfield School District

Mansfield Middle School School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup [1]	Participation Rate [2]							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 596)	99.8	100	99	99.7	100	100	Yes	92.5	3.3	95.8	Yes	88.4	4.4	92.7	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 63)	100	100	99	100	99	99	Yes	94.6	7.3	100	Yes	89.3	10.1	99.4	Yes
Black (n = 19)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 34)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 479)	99.8	100	100	99.8	100	100	Yes	93.2	3.4	96.6	Yes	89.8	4.5	94.3	Yes
Students with [3] Disabilities (n = 104)	100	100	100	100	99	100	Yes	73	10	83	Yes	57.7	11.3	69	*Safe Harbor
English Language Learners (n = 13)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 65)	100	99	99	100	99	99	Yes	77	12.7	89.7	Yes	67.2	14.3	81.5	Yes

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes

[1] It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

[2] For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2008, 2007, and 2006 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

[3] Students who were identified as a student with a disability on the 2006 and/or 2007 CMT, but not on the 2008 CMT, were included in the percent at or above Proficient calculation for this subgroup.

Format of the Elementary Science CMT - Grade 5

Item Distribution

	Content Knowledge		Scientific Inquiry, Literacy and Numeracy	
	Selected Response*	Constructed Response*	Selected Response*	Total Points
Life Science	6	1	6	14
Physical Science	6	1	6	14
Earth Science	6	1	6	14
Total Points	24		18	42

* Each selected response item is worth 1 point. Each constructed response item is worth 2 points.

General Test Format

The Elementary Science CMT is a cumulative test administered at Grade 5. It includes science knowledge described in the Core Science Curriculum Framework for grades 3, 4, and 5. There are a total of 39 test questions: 36 selected response items and 3 constructed response items. Of the 36 selected response items, 18 assess Content Knowledge and 18 assess processes of Scientific Inquiry, Literacy and Numeracy. The 3 constructed response items assess Content Knowledge.

Test Scoring

The selected response items are scored electronically as correct or incorrect. Constructed response items are hand-scored by trained readers using a 3 point scale (0-2).

Curriculum-Embedded Performance Tasks

SDE has developed curriculum-embedded performance tasks related to one Content Standard from Grades 3, 4 and 5. The performance tasks are posted at www.ct.gov/sde under the curriculum site. Districts are encouraged to utilize these inquiry investigations when their curricula address the Content Standard related to each task. The Elementary Science CMT will include two to three Scientific Inquiry, Literacy and Numeracy selected response items related to each of the embedded performance tasks.

Reporting

A Total Science Score will be reported based on all 42 points. In addition, the following subscores will be reported:

- Life Science 14 points (33⅓ %)
- Physical Science 14 points (33⅓ %)
- Earth Science 14 points (33⅓ %)

- Content Knowledge 24 points (57%)
- Scientific Inquiry, Literacy and Numeracy 18 points (43%)

Testing Time - 65 minutes

Format of the Middle School Science CMT - Grade 8

Item Distribution

	Content Knowledge	Scientific Inquiry, Literacy and Numeracy		
	Selected Response*	Selected Response*	Constructed Response*	Total Points
Life Science	10	5	1	17
Physical Science	10	5	1	17
Earth Science	10	5	1	17
Total Points	30	21		51

* Each selected response item is worth 1 point. Each constructed response item is worth 2 points.

General Test Format

The Middle School Science CMT is a cumulative test administered at Grade 8. It includes science knowledge described in the Core Science Curriculum Framework for grades 6, 7, and 8. There are a total of 48 test questions: 45 selected response items and 3 constructed response items. Of the 45 selected response items, 30 assess Content Knowledge and 15 assess processes of Scientific Inquiry, Literacy and Numeracy. The 3 constructed response items will assess Scientific Inquiry, Literacy and Numeracy in the context of the Grade 6, 7 and 8 Curriculum-Embedded Performance Tasks.

Test Scoring

The selected response items are scored electronically as correct or incorrect. Constructed response items are hand-scored by trained readers using a 3 point scale (0-2).

Curriculum Embedded Performance Tasks

SDE has developed a performance task related to a Content Standard in Grade 6, 7 and 8. These performance tasks are posted at www.ct.gov/sde under the curriculum site. Districts are encouraged to utilize these inquiry investigations when their curricula address the Content Standard related to each task. The Middle School Science CMT will include one Scientific Inquiry, Literacy and Numeracy constructed response item related to each of the three curriculum-embedded performance tasks.

Reporting

A Total Science Score will be reported based on all 51 points. In addition, the following subscores will be reported:

- Life Science 17 points (33⅓ %)
- Physical Science 17 points (33⅓ %)
- Earth Science 17 points (33⅓ %)

- Content Knowledge 30 points (59 %)
- Scientific Inquiry, Literacy and Numeracy 21 points (41 %)

Testing Time - 70 minutes